

Assessment instructions to students

Overview

Assessment Type: PowerPoint submission

- **Word Count:** Time specified, however, required to submit power point presentation summarizing your argument
- **Due Date:** Week 5
- **Percentage of Total Mark:** 30%
- **ULO:** ULO 1, ULO 2, ULO 3.

Description:

The purpose of this assessment task is to provide students with the opportunity to demonstrate their comprehension of the introductory theoretical components of **Gerontology** nursing practice.

Students are required to apply Levett-Jones’ Clinical Reasoning Cycle to analyse and present a case of clinical deterioration in a **Gerontology Patient** from their practice area, **the chosen case is subject to approval from the Unit Educator**. This task enables students to critically integrate theoretical knowledge with clinical reasoning, supporting safe, evidence-based decision-making in care.

Some of the other care practices you may choose from are listed below:

N8016 Gerontology	Cognitive decline	Polypharmacy and medication side effects	Risk of falls	Chronic disease management	Social isolation	Functional decline and mobility issues
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Students will prepare and deliver a 10-minute video presentation using PowerPoint slides, which should:

- Clearly articulate each stage of *Levett-Jones’ Clinical Reasoning Cycle* as applied to the selected **Gerontology** case.
- Demonstrate advanced clinical judgement and critical thinking.
- Incorporate evidence-based rationale for decision-making in **Gerontology** care.
- Include in-text citations on all slides and a reference list at the end, formatted according to APA 7th edition guidelines.
- In addition to the PPTx submitted in Turnitin , students are required to submit a mp4 video of the presentation,in the suggested format as pptx.

Objective: Requirements

- As part of this assessment task, students are required to prepare a 10-minute video presentation based on a case of clinical deterioration in a **Gerontology Patient** , analysed through the application of Levett-Jones’ Clinical Reasoning Cycle. The presentation must be supported by PowerPoint slides, include evidence-based content, and submitted to Turnitin.
- **All references require a working DOI for journal articles, and all other sources require a working URL.**

Presentation Structure and Content

1. Cover Slide:

- Full name
- Unit code
- Tutor’s name

2. Introduction and Preview:

- Clearly state the topic and purpose of your presentation.
- Provide a brief preview of what will be covered.
- Present a clear rationale for selecting the **Gerontology Case** deterioration scenario. Explain clinical relevance and the importance of addressing the issue.

3. Main Content – Application of Levett-Jones' Clinical Reasoning Cycle:

4. Step-by-step analysis of the **Gerontology** case using each phase of the Clinical Reasoning Cycle:

- I. Consider the patient situation
- II. Collect cues/information
- III. Process information
- IV. Identify problems/issues
- V. Establish goals
- VI. Take action
- VII. Evaluate outcomes
- III. Reflect on the process and learning

- Use evidence-based literature to critically support your reasoning at each stage. Cite a peer reviewed literature that published within the last 5 years, that reflects at least two clinical factors from the scenario.
- Demonstrate advanced clinical judgement and understanding of **Gerontology** pathophysiology, assessment, and management.

Conclusion:

- Provide a concise summary of the main issues, themes, and key takeaways.
- Recommend strategies or interventions to improve the clinical situation or prevent similar deterioration in the future.
- Highlight implications for practice, safety, and quality of **Gerontology** care.

Presentation Skills:

- Speak clearly and confidently, maintaining a professional tone and pacing.
- Use language appropriate for a postgraduate nursing audience.
- Engage the audience with clear structure, logical flow, and visual support.
- Adhere to the 10-minute time limit. Students are strongly encouraged to practice their talk and time themselves.

References:

- The number of citations to expect generally isn't defined because it should follow the type of assignment and the number of points/arguments in the content. As such students should ensure any claim, idea or argument is qualified by at least one relevant citation. All citations should aim to be scholarly, peer-reviewed journal articles as a priority. A minimum of six references is suggested.
- Use peer-reviewed literature that reflects at least two clinical factors from the scenario to critically discuss the case scenario and arguments being presented.
- Sources must be published within the past 5 years (≤ 7 years may be accepted if highly relevant).
- Use the APA 7th edition referencing style.
- Include in-text citations on slides where applicable, and a reference list slide at the end of the presentation.

(Turnitin): File specifications for Turnitin Upload

- Uploaded files must be less than 100 MB.
- Supported file type for generating reports: pptx

Rubric for Assessment

Content: 40% of assessment Introduction & conclusion Description Flow of information Use of Levett-Jones’ Clinical Reasoning Cycle This criterion is to demonstrate advanced knowledge of theoretical concepts and clinical practices relevant to the specialty. Application of Levett-Jones’ Clinical Reasoning Cycle and the support of evidence-based literature reflects deep understanding of clinical frameworks & reinforces currency of knowledge ULO 1 and ULO 2				
HD	D	C	P	NP
Excellent introduction and conclusion Comprehensive description of the selected case using Levett-Jones’ Clinical Reasoning Cycle and appropriate ULO examples	A very good introduction and conclusion A broad description of the selected case using Levett-Jones’ Clinical Reasoning Cycle ULO examples.	A good introduction and conclusion Adequate description of the selected case using Levett- Jones’ Clinical Reasoning Cycle ULO examples.	Satisfactory introduction and conclusion A brief description of the selected case using Levett-Jones’ Clinical Reasoning Cycle and ULO examples.	Poor or no introduction and conclusion Information presented is Incoherent. Poor understanding of Levett-Jones’ Reasoning Cycle and ULO examples observed.

Delivery: 20% of assessment • Use of audiovisual aids • Voice • Eye contact • Audience engagement • Timing This criterion effectively integrates clear, relevant, and professional-quality visual aids (e.g., slides) to support and enhance the presentation. The requirement instructions explicitly address and support high quality visual communication, aligning well with curriculum standards.]				
HD	D	C	P	NP
Demonstrated excellent presentation skills including maintaining eye contact and engaging the audience throughout the presentation and adhering to the time allocated.	Demonstrated very good presentation skills including maintaining eye contact and engaging the audience throughout the presentation and adhering to the time allocated.	Demonstrated very satisfactory presentation skills with attempts to maintain the attention of the audience in the allocated time.	Presentation lacks clarity and logical progression of ideas Student struggles to maintain eye contact. Time management and audience engagement need further improvements.	Student failed to present ideas in logical manner and was unable to maintain eye contact Student was unable to complete the presentation within the allocated time.
Creativity and Elements of Design: 10% of assessment				

This criterion is to demonstrate an ability to creatively and purposefully use design elements to enhance meaning, clarity, and engagement in academic and professional communication. This includes slide design, layout, visual hierarchy, appropriate use of colour, images, and transitions.				
HD	D	C	P	NP
Excellent creativity skills shown in the presentation. Video and pictures used are of excellent quality. Smooth transitioning and sequencing of ideas.	Good creativity skills shown in the presentation. Video and pictures used are of good quality. Smooth transitioning and sequencing of ideas.	Reasonable use of creativity skills in the presentation. Video and pictures used are of good quality. Lack of flow in transitioning and sequencing of ideas.	Minimal use of creativity skills in the presentation. Videos and pictures lacked quality.	Poor creativity skills demonstrated in presentation. Videos and pictures used are out of focus.

Structure and language use: 15% of assessment

This criterion requires a logically organised presentation using a professional clinical framework (Clinical Reasoning Cycle). Also, it reinforces accuracy and academic integrity through Turnitin's submission of the transcript and encourages appropriate tone and vocabulary for Gerontology nursing practice.

ULO 2 and ULO 3

HD	HD	HD	HD	HD
Presents an excellent, well integrated, logical and coherent structure including an introduction, body and conclusion Demonstrates very high language competence (no grammar, spelling or punctuation errors).	Presents a very good, well integrated, logical and coherent structure including an introduction, body and conclusion Demonstrates high language competence (very few grammar, spelling or punctuation errors).	Presents a reasonably, well integrated, logical and coherent structure including an introduction, body and conclusion Demonstrates moderate language competence (with few grammar, spelling or punctuation errors).	Presents an integrated, logical and coherent structure including an introduction, body and conclusion Demonstrates moderate to low language competence (with some grammar, spelling or punctuation errors).	Presents a poorly integrated and incoherent structure that may not include an introduction, body and/or conclusion Demonstrates poor language competence (with substantial grammar, spelling or punctuation errors that impedes meaning).

References and referencing: 15% of assessment

This criterion provides emphasis on evidence-based, ethical, and professional communication. Reinforces academic integrity through Turnitin submission

ULO 1, ULO 2 and ULO 3

HD	D	C	P	NP
Excellent, credible and relevant references cited Meticulous use of APA referencing style including many apt in-text citations.	Very good, credible and relevant references cited Appropriate use of APA referencing style including a range of in-text citations	Good, credible and relevant references cited Appropriate use of APA referencing style including intext citations	References cited that are mostly good, credible and relevant Sometimes poor use of APA referencing style including in-text citations	References cited that are mostly not credible or relevant Many inaccuracies and poor use of APA referencing style including limited in-text citations

